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ABSTRACT

The purpose of these guidelines is to provide archivists, librarians, local government officials, and staff of repositories responsible for preserving historical records in New York State with basic instructions on arrangement and description practices. The guidelines: provide information on describing archival and manuscript materials at a collective level; supply general directions for their arrangement and description; and identify the manuals and books where more specific instructions, rules, or information can be found. In the first two of seven sections, an introduction to the archival process and types of archival finding aids and archival information systems are provided. The third section presents information about the uses of archival description and the Machine Readable Cataloging for Archival and Manuscripts Control (MARC AMC) format. The fourth section presents general directions for and describes two core principles of arrangement: the principle of provenance, and the principle of original order (or "respect des fonds"). The fifth section addresses various facets of archival description, e.g., assigning main entry and title, describing physical characteristics, providing historical and background information, describing intellectual contents, providing access through indexing, and creating container and folder lists. Information about Documentary Heritage Program workshops on arrangement and description conclude the manual. Examples of accession level records, manuscript collection descriptions, and archival series descriptions are appended. After each example is a second version of the description showing the use of MARC AMC fields, as well as container or folder lists for most of the descriptions. A basic bibliography on archival description lists general works; description tools, cataloging rules, and manuals; vocabulary lists; and archival journals. A bibliography on the MARC AMC format lists general works and works on MARC documentation. (MAB)

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A Manual for Historical Records Programs in New York State

The University of the State of New York
The State Education Department
New York State Archives And Records Administration
Albany, New York 12230

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1991

The University of the State of New York
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Albany, New York 12230

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FOREWORD

Guidelines for Arrangement and Description of Archives and Manuscripts is intended to introduce custodians of historical records to the fundamentals of arrangement and description. It also can be helpful to librarians and local government officials interested in description techniques. The manual explains fundamental concepts, introduces basic processes, provides examples of records descriptions, and includes suggestions for further reading. It should provide the guidance needed to carry out historical records arrangement and description work effectively.

The manual was developed particularly for use in connection with the New York Documentary Heritage Program (DHP), which provides grants for arrangement and description of historical records and support for regionally based advisory services to strengthen historical records programs. It is hoped that the manual will assist regional DHP Archivists in advising historical records programs in their regions, will be useful in DHP-sponsored workshops on arrangement and description, and will aid repositories that receive DHP arrangement and description grants.

Guidelines for Arrangement and Description of Archives and Manuscripts was prepared by Kathleen D. Roe, Coordinator of Statewide Historical Records Programs at the State Archives and Records Administration. It reflects her many years of experience in archival arrangement and description, and her involvement statewide and nationally in the development of standards for the systematic description of historical records. It was prepared as a draft late in 1990 and tested through use in a number of DHP workshops, DHP-funded descriptive projects, and elsewhere. Ms. Roe prepared this final version, taking into account the refinements recommended for the draft.

Copies of the *Guidelines* are being distributed to all historical records repositories in the State. For information on obtaining more copies, and for additional information, please contact:

Documentary Heritage Program
State Archives and Records Administration
New York State Education Department
Room 9B44 Cultural Education Center
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INTRODUCTION

The purpose of these guidelines is to provide archivists, librarians, local government officials, and staff of repositories responsible for preserving historical records in New York State with basic instructions on arrangement and description practices. These guidelines can be used with any historical records identified as permanently valuable, whether created by an individual, a family, an organization, an institution, or a government. These records may be preserved by a library, an archives, a museum, a historical society, a local government, or within a larger organization such as a labor union, a corporation, or a hospital.

These guidelines provide information on describing archival and manuscripts materials at a collective level, which is the commonly accepted approach. Archives and manuscripts are described this way because they were created and used together by an individual or institution in the process of daily life or business. Records in an archival or manuscript group therefore have relationships to each other. For example, letters received by a mayor, and the replies sent may be written as individual items, but together they show the subjects of concern to people in a locality, as well as showing the opinions and policies of the mayor. As a result, they need to be treated as a unit. Similarly, the diaries, school report cards, and letters kept by a young girl need to be described together because together they reflect the various elements of her life and activities.

These guidelines provide information on current standards and methods for arranging and describing archival and manuscripts material. While no single book exists with rules and procedures for archival description, there is a common body of knowledge and practice. These guidelines supply general directions for **arrangement** and **description**, and identify the manuals and books where more specific instructions, rules, or information can be found.

Why use these guidelines for arrangement and description?

There are a number of reasons for following common descriptive guidelines. These guidelines are the result of years of discussion and work in refining archival descriptive practice. By following them repositories can ensure that the resulting descriptive products, or **finding aids**, are clear and comprehensible to potential users. It is easier for users also when descriptive products are not only of good quality, but are similar from repository to repository. Then users do not have to spend precious research time learning how to use the finding aids in each different repository.

Another advantage of following these common guidelines is the potential for automating the descriptive information. Many repositories are already using the

computer to help their staff and researchers find information about archival and manuscripts materials with greater speed and accuracy. In order to automate access to this information properly, common practices must be followed. In addition, a Statewide database called **TRAILS** is being developed for information about archival and manuscripts materials held in New York State repositories. To be included in this database, an institution's descriptions must follow the practices identified in this manual.

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What are archival and manuscripts materials?

Archival and manuscripts materials are the noncurrent records of an organization/institution, or individual(s) that have been selected for preservation because they have continuing value. Archival and manuscripts materials may have continuing value because they contain important historical or cultural information. They may be important in documenting the background of an organization. They may have legal or fiscal value. In addition, archival and manuscripts materials may be kept because they have intrinsic value, that is, the materials themselves are unique and important as a type of material.

The term archives is used to refer to the noncurrent, permanently valuable records of an organization or institution which are preserved by that organization or institution itself. Examples of archival records include: records of the governors of New York, held by the New York State Archives; minutes of the Common Council held by the Albany County Hall of Records; or the President's records held by the State University of New York at Buffalo. Similarly, the term manuscript collections is used to indicate records created or gathered by an individual, group, or an organization which are given, sold, or transferred to some repository for permanent retention. Examples of manuscripts materials include the Goodwin-Albrecht family papers given to the Greene County Historical Society; records of the Stony Ford Farm given to the Trotting Horse Museum Library; or the records of the Student League for Industrial Democracy given to the Tamiment Library. Some repositories have both archival and manuscripts materials in their holdings. For example, the Cornell University Department of Manuscripts and University Archives has records of the Cornell University College of Human Ecology, as well as the papers of Viet Nam era journalist Donald Kirk.

In spite of these differences, the guidelines used for describing both archival and manuscripts materials are the same. Manuscripts materials, because they are kept in a less formal setting such as a home, often will require more arrangement than archival records. Archival records often tend to be more extensive in volume because of the nature of organizations. Despite these kinds of differences, the general principles for arrangement and description can still be successfully applied to both.

These records may also come in a wide variety of forms. They may be files, photographs, maps, diaries, architectural drawings, or a mixture of various forms. They may be microfilm, paper, or machine-readable records. Regardless of the form of material, these can all be described collectively, using these guidelines. Often librarians and archivists feel compelled to provide item-level descriptions of special forms such as photographs and maps because of the nature of these materials. Under certain conditions, it may be necessary to do item-level description. However, this is extremely time-consuming and costly. Such materials should first be described collectively following the guidelines provided in this manual.

Defining arrangement and description

Arrangement and description are the processes used to get physical and intellectual control over archives and manuscripts materials. Arrangement is the process of physically organizing records following the accepted archival principles of provenance and original order (respect des fonds). Archival description is the process of first gathering information on the physical and intellectual contents of records, and on the context in which those records were created, then providing access to those records through tools such as finding aids.

The difference between library and archival practice

It is not uncommon for people to be confused about the distinction between library and archival materials, and how they are cataloged or described, but there are significant differences. Library materials are the intentional product of the work of an author or authors who set out to write a book, a journal article, and so forth. They are meant to be comprehensible as a unit. Library materials are generally published, and there are multiple copies. Archives and manuscripts are usually unpublished, one-of-a-kind materials which are the by-product of human activity. They are often groups of the documents, maps, photographs, computer files, or other materials that are brought together to accomplish certain activities or business.

When librarians catalog books, they basically transcribe information from the item in hand and provide a physical description of the item. For example, they take the title from the title page, list the number of pages, and provide the year and date of publication. They analyze the book to identify subjects that may be of interest to users, and they classify them according to the major topic of the book. Librarians, however, do not do research beyond the item being cataloged itself.

Archival description involves describing the physical characteristics of the materials, the intellectual contents, and the context in which the records were created. In order to do this, the archivist must look through the records and then interpret, extract or extrapolate information about them. This may involve creating a descriptive title, determining who created the records, summarizing the contents of the materials or explaining when and why they were created. Archivists also identify subjects that may be of interest, but they also identify other access points unique to archival research needs such as form of material and function. Archival materials are not classified the way books are because they generally do not have one single topic of focus. The process of archival description requires providing much more information than is common when cataloging library materials. These guidelines are intended to provide clear directions on what information to furnish, and how to make it comprehensible for users.

ARCHIVAL FINDING AIDS AND ARCHIVAL INFORMATION SYSTEMS

Before beginning arrangement and description, an institution should have a clear idea of the kinds of finding aids it will produce, and how they fit together to provide a comprehensive archival information system. It is essential to have this carefully defined in order to make archival and manuscripts holdings readily accessible for users. Since many repositories have a range of finding aids and card catalogs already in place, it is useful to take time to identify all of these, and evaluate whether they are effective in providing access to users, noting whether they overlap or fail to provide access of certain types. For those unfamiliar with the full range of descriptive tools, a good summary is provided in Frederic Miller's manual, *Arranging and Describing Archives and Manuscripts*. (see Appendix B: Bibliography)

The following types of finding aids should be considered:

1. Collection/series description. For each archival series or manuscript collection described, a basic description should be produced. These guidelines provide detailed information on what elements to include in such a description. This is the most basic type of descriptive information to provide for researchers. Appendix A provides examples of collection and series descriptions. The information commonly contained in this type of description includes:

- main entry
- title
- dates
- volume
- organization and arrangement
- historical/biographical note
- scope and content notes
- finding aids available
- access restrictions (if applicable)
- additional physical forms available (if applicable)
- provenance note (if applicable)
- indexing terms

2. Accession-level description. For repositories with limited staff, or a large backlog of materials to describe, it is important to establish basic control over the physical characteristics and informational contents. That may mean that staff first survey the entire holdings, identifying very basic information on the general holdings. This will make it possible to determine what the overall holdings are so that at least some control and access is possible. In addition, information can be gathered on the further descriptive and conservation needs of the materials so that future work priorities can be established. Appendix A provides examples of accession-level descriptions. The specific elements that might be included in an accession-level description include:

main entry
title
dates
volume
scope and contents note (brief)
access restrictions (if applicable)
indexing terms (a few)

3. Inventory. An inventory brings together all the records created by an organization, a person, or a group. It provides background information on the person, group, or organization, as well as the related descriptions. Sometimes container/folder lists are also included, along with an index.

4. Card catalog. Some repositories use a card catalog to serve as an index to holdings. Usually there is a card providing a brief description of each series/collection as well as cards for each index term.

5. Summary guide. A summary guide provides access to the complete records in an institution holding archival or manuscripts materials. It presents brief information on the overall holdings to give users an overall picture.

6. Automated catalog/database. Traditional paper-based catalogs, inventories, and descriptions can be put into computers. Some repositories put full collection/series descriptions online so that the computer database can serve as the complete source of information on holdings. Others put in more limited information on each collection/series, and use the computer more as a "pointer" to provide quick indexing to direct users to more detailed finding aids.

Each repository needs to consider the information needs of its users carefully. It should then design an information system which will include the types of finding aids most useful to meet those needs. In making such decisions, it can be useful to visit other repositories or talk with their staffs to evaluate how others provide access to their holdings.

ARCHIVAL DESCRIPTION AND THE MARC AMC FORMAT

Whether or not a repository plans to automate access to its holdings, the MARC AMC format is a useful tool. The MARC AMC format is a communications format designed to exchange information between computer systems. It was initially developed by the Library of Congress to provide an easy way to share computerized cataloging information with other libraries. MARC stands for "Machine Readable Cataloging." It has been adapted to meet the needs of archives and manuscripts. The specific format used for those kinds of materials is called the MARC Format for Archival and Manuscripts Control (MARC AMC).

The MARC AMC format simply provides a standard structure for arranging pieces of information. Using that structure makes it possible for the computer to locate pieces of information efficiently. The MARC AMC format was designed to accommodate the kind of information normally created by archivists and manuscripts librarians when they do regular archival description. For example, it provides for entering information on such things as author, title, quantity, provenance, donor, and scope notes. So the MARC AMC format does not require archivists to create any new kinds of information; it just provides a standardized way of identifying that information so it can be put into a computer.

Even if a repository doesn't have a computer, the MARC AMC format is useful. It can be used easily as a manual system also. It provides a good standard set of information elements to be recorded on each manuscript group or series. Better quality, and more comprehensible descriptions will result when certain elements of information are consistently included. The MARC AMC format simply acts as a useful checklist of potential information to include in a description. Users of archival and manuscript repositories often complain that they have to figure out the finding aid system in each repository when they get there, thereby losing valuable research time. In addition, they sometimes find that insufficient information is provided to give them a clear idea of what information they might find in records, and so have to look at the records themselves to determine what is really there. By including the common elements identified in the MARC AMC format, a more effective description can be produced. In addition, users can expect consistent information in finding aids regardless of the size or location of the repository.

If the repository decides to automate at some point in the future, or wants to share its description through the TRAILS database, then the descriptive information is already in a format that can be entered easily into the computer. Participation in shared databases with a local library, other regional repositories, and especially in the TRAILS statewide database, is an important way to make information available about an institution's archival and manuscript holdings. Users all across the State can find out which repositories hold information relating to their research topics. Often users are not aware of the existence of repositories or the breadth and coverage of their holdings.

These guidelines recommend a range of basic elements of information to collect about archival and manuscripts materials; all of these elements are included in the MARC AMC format. When each kind of descriptive information is discussed, information is provided on which MARC AMC fields are used to contain that information in an automated system. The examples of descriptive records given in Appendix A also include a second copy of each description showing the use of the MARC AMC format.

USING THESE GUIDELINES

These guidelines are intended to provide information on archival description of records at the collection level for manuscripts or at the series level for institutional records. Collective description, as noted previously, is the most common level of description for archival and manuscripts materials. Item level description is rare, and should never be done unless a collection or series level description has been done first.

These guidelines can be used with any form of material—from paper files, to photographs, maps, or computer tapes. The important factor is that they need to be described archivally, not as library bibliographic items. These distinctions were discussed in the introductory section on "The difference between library and archives practice."

For further information on describing records at either a more general or more specific level, or for dealing with special forms of material, consult the bibliography on description included at the end of this publication, or consult the regional Documentary Heritage Program archivist, or contact the Documentary Heritage Program staff at the State Archives and Records Administration, 518-474-4372.

ARRANGEMENT

The objective of arrangement is to organize a series or collection in order to make it usable for researchers. Archives, that is, records of institutions, often already have an arrangement because they were kept in a particular way by the office creating them. Manuscript collections less frequently have a clear structure and often need more work to provide some order for use.

Arrangement involves identifying progressive levels of control, from the largest and most general to the smallest and most specific, so that the series or manuscript collection can be described. Description is commonly done, as noted previously, at the series level for archives, and the collection level for manuscripts collections.

1. The principle of provenance.

Archival arrangement is based on two core principles. The first is the principle of **provenance**; the second is the principle of **original order**, or **respect des fonds**.

The principle of provenance states that records should be maintained according to their origin. This means that they should be kept together on the basis of who created the manuscript collection or series. Provenance is important because it reveals important information about the **context** in which records were created. That context influences the content and coverage of records and can provide information on the attitudes reflected by the records.

For example, there are increasing numbers of manuscript collections and series which address the subject of child abuse. The information collected during a legislative public hearing on child abuse will differ from that collected by a hospital treating child abuse victims, and yet again from the records of an advocacy organization against child abuse. All these will be different from transcripts of a child discussing abuse with a social worker, or the diary of an abused child. The differences in content are in part a result of the context in which the records were created. This is important information for researchers because of what it tells about the content of the records and about the person or group who created the records. As a result, archival records should be arranged, or put into collections or series, on the basis of who was responsible for creating, maintaining, or bringing together the group of records.

Archival records should not be rearranged on the basis of subject, form of material, chronological period, or some other classification scheme when some order already exists within the records themselves. Only if the provenance of the records cannot be determined, or is so confusing that it prevents access, should some other means of arrangement become necessary. Within a collection or series without an order estab-

lished by the creator of the collection or series, if clear subdivisions exist or seem necessary to make the records accessible, they may be further arranged by form of material, subject, chronological period, or activity. A typical arrangement for a manuscripts collection might be:

Collection: Susan G. Sweet papers, 1910 – 1960.

Divided into the following series: Diaries, 1910 – 1925; Business records for Sweet Sue Candy Company, 1940 – 60; Family correspondence, 1910 – 1945.

If such problems do occur, consult the resources identified in the bibliography, or contact either a regional DHP archivist, or the DHP staff at SARA for further assistance, if needed.

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2. The principle of original order (respect des fonds).

The second principle of arrangement is original order. This means that manuscript groups or series should be kept in their original order, and not rearranged by some other grouping decided upon by the person doing the description. Groupings, files, or other subdivisions as provided by the records creator should be observed and followed. It is not necessary, for example, to organize materials in a file chronologically if the creator did not do so.

Keeping records the way the creator kept them again provides information about the context of the records. This can be very useful information for the researcher, and may in fact be crucial to their understanding of the records. Reorganizing records because they seem "wrong" or difficult to understand should not be done unless the original order has been destroyed at some time in the past, or unless the records would be hopelessly inaccessible as a result of maintaining original order.

If records do need to be rearranged, a careful plan for rearrangement should be prepared before the materials are actually moved around. The plan should try to recapture the probable original order of the records, or reflect the work or activities of the person or organization.

Special forms of material, such as photographs, maps, or architectural drawings should not be removed from the collection or series and put into special collections. It may be necessary to remove them to provide proper, safe storage; if this is done, a sheet should be inserted identifying the item removed, giving its location. This preserves the context while allowing for safe storage.

DESCRIPTION

The purpose of description is to provide information on the context in which records were created, as well as describing the physical characteristics and intellectual contents. The objective is to give potential users a clear sense of the contents and character of the records so they can determine whether the records are relevant to their information needs. In order to describe records effectively, five general steps need to be taken:

1. assigning main entry and title for the records;
2. describing the physical characteristics of the records;
3. providing historical and background information on when, where, how, and why the records were created;
4. describing the intellectual contents of the records; and
5. providing access points to the records.

These guidelines provide specific information on how to accomplish this. In some cases, professional standards, guidelines, or other tools such as glossaries and thesauri should be used for certain kinds of information. Citations to such standards and guidelines will be provided. The two major standards cited frequently here are:

Anglo – American Cataloging Rules, Second Edition (abbreviated in this text as AACR2)

Archives, Personal Papers, and Manuscripts, Second Edition (abbreviated in this text as APPM)

Full bibliographic details on each of these are given in the bibliography in Appendix B.

Examples are provided to help illustrate the instructions being given.

1. Assigning Main Entry and Title

1.1 Main entry.

Definition of main entry. Main entry is a general term used to indicate what person or group has primary or "main" responsibility for the material being described. With library materials, this is the author of a book, serial, videotape, or whatever item is being cataloged. With archival and manuscripts materials, the term main entry is used to identify the person or organization having primary responsibility for creating, maintaining, or collecting a manuscripts group or archival series. This term is used because archival and manuscripts materials do not really have an "author" in the sense that library materials do, and because the person or group responsible for creating the manuscript collection or series may not have actually written or "created" the literal records. It avoids the confusion caused by terms such as "author."

1.1.A. Assigning main entry.

The archivist or librarian preparing the description of archival or manuscripts materials should determine the main entry after carefully examining the records. In some cases this may be done *after* most of the research and descriptive work has been completed. Such cases occur when the provenance of the records is not entirely clear, or when many people or groups have been involved in creating the collection or series over time.

A person or organization may not have actually *written* or created all the documents in the group, but they have brought them all together, or maintained and used them over time. The papers of an individual may contain things written by other people, but that reflect the life and activities of the person who received them or kept them together. In other cases, a person may actually intentionally collect certain types of documents, such as a collection of signatures of famous Civil War generals. An institution may receive records from people or other organizations and use this material in conducting its activities. A main entry will be assigned to the person or organization responsible for creating the manuscript group or series, not the actual individual items in it.

Examples:

Records created by an individual or group:

Main entry	*Title*
Mary E. Jefferson.	College diaries, 1910 – 1915.
Henderson Family.	Correspondence, 1787 – 1845.
Chase's Grocery Store.	Customer accounts, 1920 – 1935.
North Colonie School District.	Student attendance files, 1940 – 1945.

Records maintained or collected by an individual or group:

Main entry	*Title*
Kevin Gregor.	Letters from John F. Kennedy, 1958 – 1960.
Elizabeth Goodge.	Collection of Thomas Cole sketch books, n.d.
Albany County (N.Y.). Dept. of Social Welfare	Annual reports of private orphanages, 1910 – 1925.

Main entry should be assigned to only one person or group. However, sometimes there is more than one person or group who had some role in creating or maintaining a manuscript group or series. There are several guidelines to use in choosing the main entry in these situations. For any names not assigned as main entry, index terms should be made to those names.

If a manuscript group has more than one person who might be considered the main entry, choose the person whose papers predominate, or who is more prominent (see APPM, section 2.1A2).

Examples: papers created by James and Dolley Madison.

main entry: James Madison

If a manuscript group has information created by several generations of a family, and no person is most prominent, nor does one person's papers predominate, then use the family as the main entry (see APPM, section 2.1A3).

Examples: papers created by James Chase, Hiram Chase, Dora Chase, and Elsie Brown.

main entry: Chase Family.

If a manuscript group centering around a person, subject, event, or activity, has

been artificially collected by a person or organization, assign the main entry to the collector or collecting group (see APPM, section 2.1A4).

Examples: Franklin D. Roosevelt letters collected by Jennifer Suits.

main entry: Jennifer Suits.

If a series has been created or maintained by several different organizations over time, or the name of the organization has been changed over time, use the latest name used during the date span of the records (see APPM, section 2.1B3).

Examples: Acme Life Insurance Company, formerly named the Apex Life Insurance Ltd., which bought out Adirondack Life Insurance Company.

main entry: Acme Life Insurance Company.

Ossining Correctional Facility, formerly named Sing Sing Prison.

main entry: Ossining Correctional Facility.

1.1.B. Determining the name to be used in the main entry.

There are a number of very specific rules to follow in determining the exact form of the name to be used. These are spelled out in detail in section 2.1 of *Archives, Personal Papers, and Manuscripts*. The rules explained in *APPM* are based on library practices defined in *Anglo – American Cataloguing Rules 2*. A brief summary is provided here, but referring to the relevant parts of *APPM* is essential. Following these specific rules is necessary in order to make it possible to search for information in either manual finding aids such as card catalogs, or in automated systems (see *APPM*, section 2.1).

For personal names, use the name by which the person is most commonly known. This can sometimes seem problematic with archives and manuscripts, particularly with literary, theatrical, or musical figures, since the popular form of their names may be accurate for their professional life, but not for their personal papers. However, the full form of their names can be used as an index term also (see Section 5.1).

Example: Belle Moskowitz

Cher (not Cheryl LaPierre)

Mark Twain (not Samuel Clemens)

For institutions, again use the name by which the institution is predominantly identified. (For governmental bodies, there are very detailed rules explained in *APPM*, Chapter 5.)

Example: Adirondack Mountain Club

AFL – CIO (not American Federation of Labor and Congress of Industrial Organizations)

1.1.C. MARC AMC Fields.

Fields used for main entry are:

100 Personal name

110 Corporate name

111 Meeting name

1.2 Title information.

The title of a manuscripts collection or series serves as an introduction to the content by providing a succinct description of the type of record, subject, or function of the records, and the time span that the records cover. The title and dates should help potential users decide if there is sufficient possibility that the records are relevant to their needs to merit further review.

There are specific rules for how to use punctuation and capitalization in titles. Generally, capitalize only the first word in a title, and those words which are normally capitalized in common usage. Follow the title with a comma, the dates, and a period.

	Main entry	*Title*
Example:	Adirondack Mountain Club.	Membership lists, 1950 – 1967.
	Pennsylvania. Department of Natural Resources.	Investigation files for Three – Mile Island nuclear accident, 1978 – 1985.

1.2.A. Determining title.

Manuscript groups and series are not like library materials – they do not have a formal title assigned by the creator. Instead, it is necessary to provide a descriptive title that summarizes the overall contents and nature of the information. Deciding the title of a manuscripts group or series should actually be one of the last things done in description. A good, accurate title can be decided only after the records have been carefully reviewed. The title should be clear and precise, giving users a good idea of what is contained.

A title should be made up of one or more of these three elements:

a. Form of material. The types of physical records contained, such as account books, posters, maps, diaries, files, or reports. If one type of record predominates, use the specific form. If there are many types of records, several general terms may be applicable.

   The term "papers" is used with personal records, for written works to and from an individual or group of individuals (but not for government or business officials, or institutional records of any kind).

   The term "records" is used for a variety of materials from an institution, such as a government or business.

   The term "collection" is used for groups of documents or other materials brought together artificially by a collector.

b. Subject. If the records relate to a general subject area, identify it, e.g., women's suffrage, mental health, agriculture. Be as specific as possible.

c. Function or purpose. When relevant, identify the reason the records were created, e.g., litigation, auditing, training. Again, be as specific as possible.

Examples:	*Main entry*	*Title*
	Atcheson Family.	Papers.
	Conners Department Store.	Records.
	Georgia White.	Election poster collection.
	James Mason.	Civil War diaries.
	American Cancer Society.	Fund-raising correspondence.

In some cases, particularly with institutional records, there may be a title the institution commonly calls the series. If this title meets the guidelines provided above, then it can be used. If it is not a clear, descriptive title, then the institution's title should be used as an "alternate title," and a descriptive title should be provided.

Example:	*Institutional title*	*Descriptive title*
	Yellow Forms.	Student aid applications.
	AG – 45s.	Payroll vouchers.

1.2B. Identifying dates.

There are a number of kinds of dates that may be relevant when describing a series or manuscript group. Record those that are significant for helping a user understand the records. Be as specific as possible in giving dates, but do not go to unreasonable lengths in determining dates. For recording dates, follow the practices described in APPM (Section 1.1B5).

Inclusive dates. Inclusive dates refer to the full time period covered by the records — that is, from the earliest date represented in the records to the latest. Inclusive dates should always be recorded for a series or manuscript group.

Bulk dates. Bulk dates refer to the time period into which most of the records fall. This should be indicated when the majority of the records are from a more limited period than that indicated in the inclusive dates. If giving both inclusive and bulk dates, it is helpful to the user to indicate which is which. Do this by indicating the bulk dates in parentheses following the inclusive dates.

Collation dates. Collation dates refer to the time period in which the records were brought together as a series or manuscript group. This should be indicated when the collation dates are different from the inclusive dates. In such cases, collation dates help the researcher to know more about the person, group, or institution that maintained the collection or series.

Example: Atcheson Family. Papers, 1834 – 1945.

American Cancer Society. Fund–raising correspondence, 1945 – 1975 (bulk 1960 – 1968).

Georgia White. Election poster collection, 1860 – 1900 (collation dates 1960 – 1965).

1.2.C. MARC AMC Fields.

Fields used for title and dates are:

245 $a,b	Title statement
245 $f	Inclusive dates
245 $g	Bulk dates
561 $b	Time of collation
740 $a	Alternate title

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2. Describing Physical Characteristics.

In recording information on the physical characteristics of a manuscript group or series be sure the information is helpful to users who may be interested in the records, and to staff who may have to locate them.

2.1 Volume.

Precise terms should be used so the number and type of containers are clear. Individual repositories may decide to record volume either as linear feet or cubic feet. In other cases, it may be preferable to identify the number and types of boxes, volumes, etc. Each repository should decide how it will handle identifying volume, then consistently use the same methods.

Example: 10 linear ft.
10 cubic ft.
300 microfilm reels.
ca. 1200 maps.

If a repository wants to indicate both the cubic/linear footage, and the number and types of items, list the cubic/linear footage first, then indicate the number and types of items in parentheses.

Example: 10 cubic ft. (5 volumes, 300 photographs, 10 microfilm reels).

2.1.B. MARC AMC Fields.

Fields used for volume are:
300 Physical Description

2.2 Organization and Arrangement.

In order to use records, it is helpful for the researcher to know how they are physically organized and arranged.

2.2.A. Organization statement.

Organization is used to identify how records have been divided into smaller units such as series or subseries. The existence of such divisions usually happens with family papers, or large, complex series from an organization. The person, group, or individual responsible for the series or collection may have maintained the records in these series or subgroups, or the archivist or librarian may have had to make these divisions when arranging the records. The organization statement should be a simple narrative that clearly explains the way the records have been divided. If it is helpful, titles should be given for each subdivision specified also.

Example: Steinbeck, John. Papers, 1930 – 1965.
Organized into three series: Correspondence, 1930 – 1960; Diaries, 1935 – 1945; Literary manuscripts, 1935 – 1965.

2.2.B. Arrangement statement.

The arrangement statement is used to indicate the intellectual pattern of materials within a manuscript group or series, such as alphabetical, chronological, or subject. This statement should be brief and clear. If there is no clear order, it may be useful to indicate that the records are unarranged, particularly if the records are extensive.

Example: Steinbeck, John. Correspondence, 1930 – 1960.
Arranged chronologically.

Auburn Prison. Inmate case files, 1920 – 1955.
Arranged numerically by inmate number.

2.2.C. MARC AMC Fields.

Fields used for organization and arrangement are:
351 $a Organization
351 $b Arrangement

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3. Providing Historical and Background Information.

One of the first things an archivist or manuscripts librarian should do when preparing to describe records is to learn about the person or organization who created the manuscript group or series. This is necessary in order to understand the context in which records were created and used. Conducting basic historical and biographical research before describing the records will be helpful in identifying important subjects, people and places within the records. It also helps to understand why records were created a particular way, what attitudes may be expressed, how social, economic, or political conditions in a historical period may have influenced the records, and why the records are important.

A concise historical or biographical note should be prepared after the records are described. This note should provide researchers with basic information needed to understand the records and the person/organization that created them. It is not necessary to provide a comprehensive background on every detail of a person's life, or an organization's history. Instead, important information needed to explain the context of the records should be provided.

3.1. Biographical/Historical Note.

A biographical note for a person might include: places of residence; occupations; pseudonyms; significant accomplishments; dates of birth and death.

An organizational history note might include: changes in the name and structure of the organization; the organization's functions; important historical developments in the organization; and the administrative hierarchy.

Example: Biographical note: Baron DeZeng, a Hessian officer who became a naturalized American citizen, was the first manufacturer of window glass in the United States.

Historical note: The Northeast Collective Bank was established in 1904 as a bank run for and by women. The first president was Norma B. Tracey, an important feminist in Stamford. The bank was renamed the Women's Bank in 1935, and was bought by Terminal Bank Corporation in 1955.

3.2. MARC AMC Fields.

MARC fields for historical/biographical notes are:

545 Biographical/historical note

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4. Describing Intellectual Contents.

4.1. Scope and content.

The heart of description is a narrative summary of the records content, often called a scope and content note. It provides researchers with a concise synopsis they can use to decide whether relevant information is likely to be available. It is important to take care in constructing a scope and content note, and to keep the researcher in mind when doing so. The scope note needs to be clear and concise so the researcher will read through it.

Several pieces of information should be included in the scope and content note:

- forms of material present: identify the most common or predominant form(s) of material found in the manuscript group or series. Be sure to use accurate terms. It may be necessary to check on the definitions of special terms for such things as accounting records, court records, maps, photographs or other types, since they have specific meanings in certain professional settings that may not be familiar to archivists and librarians.
- informational content: generally describe the types of information present in the records. If there are forms with standard elements of information on each, list that information. If there are subjects on which significant or substantial information exists, identify them.
- people/organizations: identify people or organizations who appear regularly, or about whom significant information exists. If there are too many names to list individually, identify by larger categories. For example, one phrase might read "corresponded with numerous Civil War generals" and provide each individual name as an index term rather than put each name individually in the scope note.
- unusual information: if there is unusually valuable information, or information that a researcher would not expect to find in the records, note that.

Examples:

Manuscript collection:

> Letters and diaries to, from, and about Baron DeZeng and his son, William Steuben DeZeng. Subjects include the Onondaga Nation, Shakers, the Ontario Glass Company, and personal and family matters. Correspondents include Governor George Clinton, General Philip Schuyler, and William H. Seward.

Archival series:

> The records consist of correspondence, minutes, reports, memoranda, financial records, surveys, press releases, and newspaper clippings relating to the administration of the Associated Colleges of Upper New York (ACUNY.) The Metropolitan Survey, a study by ACUNY to determine the need for an emergency college to serve veterans in New York City, is well documented. Also included is printed matter such as administrative handbooks, facility bulletins, student handbooks, guidebooks, and brochures of the colleges of ACUNY.

4.2. MARC AMC Fields.

MARC AMC Fields for scope and content notes are:

520 Scope and Content Note

4.3. Other descriptive information.

In some cases, additional descriptive information may be useful for a researcher to understand or use the records.

4.3.1. Finding aids note.

When finding aids to the collection or series such as container/folder lists, inventories, published guides, or other similar tools are available, provide a narrative explanation. If a separate index to the collection or series has been prepared, indicate that information.

Example: Folder list available.

A published guide to the records of the Johnstone Boomerang Factory is available for purchase.

Name index to all correspondents is available.

MARC AMC Field:

555 Cumulative Index/Finding Aid Note

4.3.2. Additional physical forms available.

If there are additional physical forms of the material such as microform, transcripts, or photocopies, provide that information in a narrative description.

Example: Also available on microfilm, 16 reels of 35 mm. film.

MARC AMC Fields:

530 Additional Physical Form Available Note

533 Reproduction Note

535 Location of Originals/Duplicates

4.3.3. Restrictions.

Identify any restrictions on physical access to the records, and also on how the information in them may be used. Restrictions may occur because of privacy law, poor physical condition of the records, off-site storage or other reasons. There may also be copyright restrictions on the use of the information, although a researcher can look at the records physically. A clear explanation of what the restrictions are, and what the conditions of restriction are should be provided.

Example: **Restrictions on physical access:**

Restricted due to burn damage; conservation administrator must approve all requests for access.

Stored off-site; 24 hours notice required for access.

Restricted due to privacy law.

Restrictions on use:

Permission to make copies of photographs must be obtained from the donor.

Copyright restrictions.

MARC AMC Fields:

506 Restrictions on Access

540 Terms Governing Use

4.3.4. Provenance of the collection/series.

Use this note to record any unusual or significant events or actions relating to the background/history of the records themselves. This would include things that impact on or alter the nature and contents of the records. This *is not* provenance information about the person, group or organization who created the manuscript collection or

series. That information should be in the biographical/historical note discussed in section 3.

Example: The records were weeded by the son of Mary Winestead after her death to remove information he considered of a sensitive nature.

The records were accidentally sent to a paper mill, where four linear feet of materials were shredded before the mistake was realized.

MARC AMC Field:

561 Provenance

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5. Providing Access through Indexing.

Providing index terms is crucial to helping researchers find information in a card catalog, a finding aid, or an automated catalog. Having a card catalog or an automated catalog will allow researchers to look for subjects, names, places, and other terms which might be relevant to their research. It is also helpful for repository staff since it is very difficult to remember all the subjects, people, etc., that may be in a collection or series. Having a card catalog or automated catalog also makes it easier to identify relevant collections or series generally. Then the researcher can request finding aids for specific collections and series, and review them for relevant records.

Staff in a repository should think carefully about the types of access needed by their researchers, and discuss the best way to provide that access. A repository needs to decide what kinds of indexing terms to provide, and how general or specific the terms provided should be. For example, in a historical society focusing on local history materials, using the term "Art" may be specific enough for indexing records by a local artist. However, in a university archives with many collections from artists and considerable research by art historians, the terms may need to be more specific, such as "Art, Abstract," "Visual Arts," "Art dealers," or "Art and literature." There is considerable discussion in the library literature, and increasing discussion in archival literature, about providing access and identifying index terms.

These guidelines provide a list of the kinds of indexing terms that might be used, but complete guidance to meet each individual repository's needs cannot be provided within the scope of this manual. Archivists or manuscripts librarians who do not have extensive experience with developing access points may want to seek further training either through local universities, through professional archival and library organizations, or through the Documentary Heritage Program.

In order to provide consistent, predictable index terms, certain tools called **controlled vocabulary** and **thesauri** are important. These are basically lists of words to use in indexing. By using a controlled vocabulary or thesaurus, staff indexing records will choose the same word for the same concept. For example, different people might choose any of the following terms: Blacks, Afro-Americans, African-Americans, or Negroes. A controlled vocabulary or thesaurus will indicate which term to use, and will provide cross-references from the other forms, indicating which term to use.

Most repositories automating access to their holdings use the *Library of Congress Subject Headings* for subject indexing terms. This is used by libraries, and archivists and manuscripts librarians realized that using the same terms has two benefits. First, researchers are often familiar with the terms used in libraries, so it will be much easier for them to use a card catalog or automated system that has familiar terms. In addition, many repositories are part of a library, or want to share information about their holdings in a library catalog. Using the same index terms is essential in that case. In addition, the statewide database, TRAILS uses *Library of Congress Subject Headings*

(LCSH), and any repository wanting to have its records included in the statewide database must use at least some index terms from *LCSH*.

5.1. Indexing names of people and organizations.

It is important to provide access to names of people and organizations who may have had some responsibility for creating the manuscript group or series, but are not the actual main entry. For example, when the main entry is a family, individual members' names can be provided as index terms to show that they were responsible for creating parts of the whole manuscript group. Similarly, if an organization changed its name over the time it created a series, the earlier names can be identified as index terms.

These names should be formed according to the same practices discussed in section 1.1.B, since they need to be filed properly in a manual system, or need to be retrievable in an online system.

Examples: Letters and diaries to, from, and about Baron DeZeng and his son, William Steuben DeZeng. Subjects include the Onondaga Nation, Shakers, the Ontario Glass Company, and personal and family matters. Correspondents include Governor George Clinton, General Philip Schuyler, and William H. Seward.

Name indexing terms:
Ontario Glass Company.
DeZeng, William Steuben, 1793 – 1844.
Clinton, George, 1739 – 1812.
Schuyler, Philip John, 1733 – 1804.
Seward, William Henry, 1801 – 1872.

5.2. Subject terms.

The scope and content note should serve as the basis for determining subject terms. Terms should be provided for significant or predominant subjects appearing in the records. It is generally accepted practice to use a controlled vocabulary or thesaurus for the exact terms to be used. It is important to use the same term to identify a concept so the researcher does not have to look for all the possible variations of a term such as American Indian, Native American, Indian.

Many archives and manuscript libraries use the *Library of Congress Subject Headings* for subject terms. If the *Library of Congress Subject Headings* seem too difficult to use, many institutions create one or two general subject terms using it, then use other thesauri for more specific terms. This is particularly useful for special institutions such as medical archives, corporate archives, or other institutions with a detailed collection in one specific area. See Appendix B for further information on controlled vocabularies available for subject indexing.

Subject terms should be provided when there is a significant body of information available for a researcher to use, or when some particularly strong or unusual body of information exists.

Examples: Letters and diaries to, from, and about Baron DeZeng and his son, William Steuben DeZeng. Subjects include the Onondaga Nation, Shakers, the Ontario Glass Company, and personal and family matters. Correspondents include Governor George Clinton, General Philip Schuyler, and William H. Seward.

Subject indexing terms:
Glass manufacture — New York (State).
Hessians — United States.
Windows.
Shakers.

5.3. Geographical place names.

Geographical places are often important to researchers. Often studies will be confined to a certain physical area. If an institution plans to share information on its holdings in a regional, statewide, or national database, geographical information is particularly useful. It is helpful to identify the physical and human-made features that are significant or predominant in a manuscript group or series.

Geographical place names should be as specific as possible, while still being accurate. If a broader geographical area is likely to be used as an access point, however, it should be indicated. Following library practice described in *Anglo-American Cataloging Rules 2*, the most recent name for a geographical place should be used (e.g., Ossining, not Sing Sing). As with personal and corporate names, there is standard library practice for the form of name to be used with geographical places. Again, this is necessary to ensure that a researcher can find all the references to one geographical place together in a card catalog, or can locate it through an online catalog.

Examples: Letters and diaries to, from, and about Baron DeZeng and his son, William Steuben DeZeng. Subjects include the Onondaga Nation, Shakers, the Ontario Glass Company, and personal and family matters. Correspondents include Governor George Clinton, General Philip Schuyler, and William H. Seward.

Geographical indexing terms: Ontario (Canada)
New York (State)

5.4. Form/genre terms.

With archival and manuscripts materials, it is often helpful to provide access to the types of records within a series or manuscript collection. Many users want to see such forms of material as deeds, maps, photographs, or diaries, especially in connection with specific subject areas.

As with subject terms, it is useful to choose terms from a controlled vocabulary or thesaurus in order to help locate material. Several thesauri can be useful, including the *Art and Architecture Thesaurus*, the *Form Terms for Archives and Manuscripts*, and other special vocabularies listed in Appendix B.

Examples: Contains correspondence, articles, publicity, minutes, photos and clippings pertaining to the bank, as well as material relating to Josephine White's work as a municipal judge, and Susan White's work as a nurse, in addition to their roles as president and vice president of the bank.

Form/genre indexing terms: Minutes.
Photoprints.

5.5. Occupational terms.

Sometimes it is useful to provide access to the occupation(s) of the main entry person(s). Several controlled vocabularies may be helpful here, including the *Library of Congress Subject Headings* and the *Art and Architecture Thesaurus*.

Examples: Contains correspondence, articles, publicity, minutes, photos and clippings pertaining to the bank, as well as material relating to Josephine White's work as a municipal judge, and Susan White's work as a nurse, in addition to their roles as president and vice-president of the bank.

Occupational indexing terms: Women judges.
Nurses.
Bankers.

5.6. Function terms.

With organizational records, it can be useful to provide access to the functions and activities conducted by the organization which resulted in the creation of the records. This shows the purpose or intent of creating the records. It is important for providing access to provenance and contextual information. A controlled vocabulary for function terms is part of the *Art and Architecture Thesaurus*.

Examples: Photographs taken to monitor the construction of the Cultural Education Center, the Performing Arts Center, the Legislative Office Building, and Agency buildings 1-4. Photographs are mainly of features such as internal structures and cross beams, elevator shafts, and in-process construction.

Function indexing term: Monitoring construction.

5.7. MARC AMC Fields.

Fields used for access points are:

700 Personal name as added entry
710 Corporate name as added entry
600 Personal name as subject
610 Corporate name as subject
650 Subject added entry — topical term
651 Subject added entry — geographical place
655 Index term — genre/form
656 Index term — occupation
657 Index term — function

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6. Container and Folder Lists.

In addition to the descriptive information provided here, many repositories also prepare a container or folder list for collections or series. Whenever this is feasible, it is a useful tool for researchers, since it gives them a more detailed idea of what the contents are.

Each container and folder should be clearly identified. Folders should be given sequential numbers within each box, and the folder title provided in pencil. Appropriate conservation practices should be followed in the processing of records. If an item requires separate storage because it is oversized, or is in some special format, be sure to insert a separation sheet indicating what the item is, and where it is stored. This will let the researcher know that materials have been removed, and will allow the researcher to request them if relevant to their research.

Container and folder lists should use the container/folder titles used by the person or group who created the records. If no titles exist, then insofar as possible, prepare titles following the same guidelines for series/collection title.

CONCLUSION

These guidelines are intended to provide a general framework for arranging and describing archival and manuscript materials. However, many individual difficulties and issues will arise that may not be covered specifically in these guidelines. When this occurs, consult the sources provided in the bibliography, or contact a regional Documentary Heritage Program archivist or the State Archives and Records Administration. It can be useful to look at the descriptive work of other institutions for examples of both good and bad descriptive practices.

Workshops on arrangement and description are offered in each Documentary Heritage Program region; contact the regional Documentary Heritage Program archivist or the State Archives for further information.

State Archives contact regarding arrangement and description:

Documentary Heritage Program
New York State Archives and Records Administration
Cultural Education Center
Albany, New York 12230
518-474-4372

APPENDIX A:

EXAMPLES OF DESCRIPTIVE RECORDS

The following examples show descriptions for various of kinds of archival and manuscripts materials. After each example is a second version of the description showing the use of MARC AMC fields. Container lists or folder lists also exist for most of the descriptions. Those are not shown here since the format of such lists will vary depending on each series or collection, and no specific guidelines are necessary for their preparation. These examples are based on actual descriptions created by a variety of repositories, but some changes may have been made for the purpose of illustration.

I. Accession Level Records

Columbia University. Teachers College.

Scrapbooks, [ca. 1887–1952]

45 linear ft.

Summary: Scrapbooks contain clippings relating to Teachers College and its predecessor organization, the Industrial Education Association (founded 1884)

Indexing terms:

Industrial Education Association (New York, N.Y.)

Teachers colleges -- New York (N.Y.)

Scrapbooks.

MARC Record Version

035		≠a(NIC)NYNE588 – 970 – 0025
110	2	≠aColumbia University.≠bTeachers College.
245	00	≠kScrapbooks,≠f[ca. 1887 – 1952]
300		≠a45 linear ft.
520		≠aScrapbooks contain clippings relating to Teachers College and its predecessor organization, the Industrial Education Association (founded 1884).

610	20	≠aIndustrial Education Association (New York, N.Y.)
650	0	≠aTeachers College≠zNew York (N.Y.)
655	7	≠aScrapbooks.≠2ftamc
851		≠aColumbia University.≠bTeachers College. Milbank Memorial Library, Special Collections,≠cNew York, NY.NYNE592 – 800 – 0145

Vassar College, Board of Trustees.

Minutes.

6 linear ft.

Arranged chronologically.

Minutes from Board meetings and some committee meetings, 1861-1957, and transcriptions of wills leaving bequests to Vassar College.

Restricted.

Administrative transfer from the Office of the Trustees, 6/15/1963.

Indexing terms:

Vassar College - - Administration.

Women's colleges - - New York (State) - - Poughkeepsie.

MARC Record Version

110	2	≠aVassar College,≠bBoard of Trustees.
245	00	≠kMinutes.
300		≠a6 linear ft.
351		≠aArranged chronologically.
520		≠aMinutes from Board meetings and some committee meetings, 1861-1957, and transcriptions of wills leaving bequests to Vassar College.
506		≠aRestricted.
541		≠aOffice of the Trustees,≠d6/15/1963.
610	20	≠aVassar College≠xAdministration.
650	0	≠aWomen's colleges≠zNew York (State)≠xPoughkeepsie.

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II. Manuscript Collection Descriptions

Frederick A. DeZeng, 1756 – 1838.

Papers, 1781 – 1849.

.25 linear ft.

Baron DeZeng, a Hessian officer who became a naturalized American citizen, was the first manufacturer of window glass in the United States.

Summary: Letters and documents, 1781 – 1831, to, from, and about DeZeng, and letters, 1843 – 1849, to DeZeng's son, William Steuben DeZeng. Subjects include the Onondaga Nation, Shakers, the Ontario Glass Company, and personal and family matters. Correspondents include Governor George Clinton, General Philip Schuyler, and William H. Seward.

Use of this collection requires advance notice.

Inventory available.

Indexing terms:

DeZeng family.

Ontario Glass Company.

Onondaga Indians.

Windows.

Glass manufacture - - New York (State)

Glass manufacture -- Canada Ontario.

Hessians - - United States.

Shakers.

Ontario (Canada) Industries.

New York (State) Industries.

DeZeng, William Steuben, 1793 – 1844.

Clinton, George, 1739 – 1812.

Schuyler, Philip John, 1733 – 1804.

Seward, William Henry, 1801 – 1872.

MARC Record Version

100	1	≠aDeZeng, Frederick A.,≠d1756 – 1838.
245	00	≠a Baron Frederick DeZeng Papers,≠f1781 – 1849.
300		≠a.25 linear ft.
545		≠aBaron DeZeng, a Hessian officer who became a naturalized American citizen, was the first manufacturer of window glass in the United States.
520		≠aLetters and documents, 1781 – 1831, to, from, and about DeZeng, and letters, 1843 – 1849, to DeZeng's son, William Steuben DeZeng. Subjects include the Onondaga Nation, Shakers, the Ontario Glass Company, and personal and family matters. Correspondents include Governor George Clinton, General Philip Schuyler, and William H. Seward.
506		≠aUse of this collection requires advance notice.
555	0	≠aInventory available.
696	34	≠aDeZeng family.
610	10	≠aOntario Glass Company.
650	0	≠aOnondaga Indians.
650	0	≠aWindows.
650	0	≠aGlass manufacture≠zNew York (State).
650	0	≠aGlass manufacture≠zCanada≠zOntario.
650	0	≠aHessians≠zUnited States.
650	0	≠aShakers.
651	0	≠aOntario (Canada)≠xIndustries.
651	0	≠aNew York (State)≠xIndustries.
700	10	≠aDeZeng, William Steuben,≠d1793 – 1844.
700	10	≠aClinton, George,≠d1739 – 1812.
700	10	≠aSchuyler, Philip John,≠d1733 – 1804.
700	10	≠aSeward, William Henry,≠d1801 – 1872.

Metcalf, George R., 1914-

Papers, 1956 - 1971.

2 linear ft.

Writer, state senator, president of the National Committee Against Discrimination in Housing.

Summary: Collection comprises material for Metcalf's books, BLACK PROFILES (13 biographies of prominent black Americans living and deceased), and UP FROM WITHIN: TODAY'S BLACK LEADERS (a biographical sequence of emerging black personalities and their contributions to the "black revolution" in America). Material consists of clippings, correspondence, typescripts, transcribed interviews, notes and miscellaneous printed material, and one taped interview with Metcalf on a variety of topics including urban rehabilitation. Material in collection is about Martin Luther King, Jr., Malcolm X, Roy Wilkins, Shirley Chisolm, W.E.B. Du Bois, Rosa Parks, Thurgood Marshall, Medgar Evers, Jackie Robinson, Eldridge Cleaver, Whitney Young, Jr., Harriet Tubman, Edward Brooke, Julian Bond, James H. Meredith, Andrew Brimmer, and others.

Permission required to quote from transcribed interviews.

Finding aids: Partial inventory.

Indexing terms:

King, Martin Luther,Jr., 1929-1968.

X, Malcolm, 1925-1965.

Wilkins, Roy, 1901-

Chisolm, Shirley, 1913-

Du Bois, W. E. B. (William Edward Burghardt), 1868-1963.

Parks, Rosa, 1913-

Marshall, Thurgood, 1908-

Evers, Medgar Wiley, 1925-1963.

Robinson, Jackie, 1919-1972.

Cleaver, Eldridge, 1935-

Young, Whitney M.

Tubman, Harriet, 1820?-1913.

Brooke, Edward, 1919-

Bond, Julian, 1940-

Meredith, James Howard.

Black nationalism - - United States.

Afro-Americans - - Civil rights.

Afro-American athletes.

Afro-American judges.

Civil rights workers - - United States.

Interviews.

Afro-American authors.

MARC Record Version

100	1	≠aMetcalf, George R.,≠d1914-
245	00	≠kPapers,≠f1956 - 1971.
300		≠a2 linear ft.
545		≠aWriter, state senator, president of the National Committee Against Discrimination in Housing.
520		≠aCollection comprises material for Metcalf's books, BLACK PROFILES (13 biographies of prominent black Americans living and deceased), and UP FROM WITHIN: TODAY'S BLACK LEADERS (a biographical sequence of emerging black personalities and their contributions to the "black revolution" in America). Material consists of clippings, correspondence, typescripts, transcribed interviews, notes and miscellaneous printed material, and one taped interview with Metcalf on a variety of topics including urban rehabilitation. Material in collection is about Martin Luther King, Jr., Malcolm X, Roy Wilkins, Shirley Chisolm, W.E.B. Du Bois, Rosa Parks, Thurgood Marshall, Medgar Evers, Jackie Robinson, Eldridge Cleaver, Whitney Young, Jr., Harriet Tubman, Edward Brooke, Julian Bond, James H. Meredith, Andrew Brimmer, and others.
540		≠aPermission required to quote from transcribed interviews.
555	0	≠aPartial inventory.
600	10	≠aKing, Martin Luther,≠cJr.,≠d1929-1968.
600	10	≠aX, Malcolm,≠d1925-1965.
600	10	≠aWilkins, Roy,≠d1901-
600	10	≠aChisolm, Shirley,≠d1913-
600	10	≠aDu Bois, W. E. B.≠q(William Edward Burghardt),≠d1868-1963.
600	10	≠aParks, Rosa,≠d1913-
600	10	≠aMarshall, Thurgood,≠d1908-
600	10	≠aEvers, Medgar Wiley,≠d1925-1963.
600	10	≠aRobinson, Jackie,≠d1919-1972.
600	10	≠aCleaver, Eldridge,≠d1935-
600	10	≠aYoung, Whitney M.
600	10	≠aTubman, Harriet,≠d1820?-1913.
600	10	≠aBrooke, Edward,≠d1919-
600	10	≠aBond, Julian,≠d1940-
600	10	≠aMeredith, James Howard.
650	0	≠aBlack nationalism≠zUnited States.
650	0	≠aAfro-Americans≠xCivil rights.
650	0	≠aAfro-American athletes.
650	0	≠aAfro-American judges.
650	0	≠aCivil rights workers≠zUnited States.
655	7	≠aInterviews.≠2ftamc.
656	7	≠aAfro-American authors.≠21csh.

Cornell University. Crew.

Records, 1871-1973.

4.6 cubic ft., 1 phonograph record, 1 tape recording, 1 videocassette.

Summary: Includes varsity and freshman crew rosters; Coach Charles Courtney's diary and journals of distances rowed, weather conditions, and other information; regatta programs; scrapbook; map; correspondence with Todd Jessdale; minutes of the Sprague Boat Club; photographs, photograph albums, and glass negatives of crew events, Ithaca; New York views, and the Cayuga Lake Inlet; a phonograph record and cassette copy concerning a 1946 regatta at Lake Washington; material pertaining to John L. Collyer and Donald E. Maclay; and a videocassette of the 1957 Cornell crew victory at Henley.

Finding Aids: Box list.

Indexing terms:

Collyer, John L.

Courtney, Charles.

Jessdale, Todd.

Maclay, Donald E.

Cornell University - - Athletics.

Sprague Boat Club.

Regattas.

Rowing.

Ithaca (N.Y.)

Cayuga Lake.
Diaries.
Glass plate negatives.
Journals.
Maps.
Photoprints.
Scrapbooks.

MARC Record Version

110	2	≠aCornell University.≠bCrew.
245	00	≠kRecords,≠f1871-1973.
300		≠a4.6 cubic ft.,≠b1 phonograph record, 1 tape recording, 1 videocassette.
520		≠aIncludes varsity and freshman crew rosters; Coach Charles Courtney's diary and journals of distances rowed, weather conditions, and other information; regatta programs; scrapbook; map; correspondence with Todd Jessdale; minutes of the Sprague Boat Club; photographs, photograph albums, and glass negatives of crew events, Ithaca, New York views, and the Cayuga Lake Inlet; a phonograph record and cassette copy concerning a 1946 regatta at Lake Washington; Material pertaining to John L. Collyer and Donald E. Maclay; and a videocassette of the 1957 Cornell crew victory at Henley.
555	0	≠aBox list.

600 10 ≠aCollyer, John L.
600 20 ≠aCourtney, Charles.
600 10 ≠aJessdale, Todd.
600 10 ≠aMaclay, Donald E.
610 20 ≠aCornell University≠xAthletics.
610 20 ≠aSprague Boat Club.
650 0 ≠aRegattas.
650 0 ≠aRowing.
651 0 ≠aIthaca (N.Y.)
651 0 ≠aCayuga Lake.
655 7 ≠aDiaries.≠2ftamc.
655 7 ≠aGlass plate negatives.≠2ftamc.
655 7 ≠aJournals.≠2ftamc.
655 7 ≠aMaps.≠2ftamc.
655 7 ≠aPhotoprints.≠2ftamc.
655 7 ≠aScrapbooks.≠2ftamc.

Associated Colleges of Upper New York.

Records, 1946 – 1954.

2.3 linear ft.

Organized in two series as follows: I. Associated Colleges of Upper New York, 1946 – 1954; II. Metropolitan Survey, 1946 – 1949.

Historical note: To educators in New York State, the close of World War II heralded the return of an anticipated one hundred thousand veterans seeking the college level education provided by the G.I. Bill of Rights. To alleviate the overcrowded conditions facing colleges and universities, the State of New York created a temporary educational entity entitled Associated Colleges of Upper New York (ACUNY). ACUNY was chartered in 1946 by the Board of Regents of New York. Four temporary two – year colleges were established to absorb the influx of students and provide qualified veterans with the first two years of their college education. The colleges were Sampson College (1946, now known as SUNY at Champlain), and Middletown College.

The Board of Trustees of ACUNY consisted largely of presidents of private and public colleges in New York State. New York University was represented by Harold O. Voorhis, Vice President and Secretary. Voorhis acted as chairman of the Metropolitan Survey, 1946 – 1947, a study by ACUNY to determine the need of an emergency college to serve veterans in New York City.

Summary: The records consist of correspondence, minutes, reports, memoranda, financial records, surveys, press releases, and newspaper clippings relating to the administration of ACUNY. The Metropolitan Survey is well documented. Also included is printed matter such as administrative handbooks, facility bulletins, student handbooks, guidebooks, and brochures of the colleges of ACUNY.

Unpublished finding aid is available (folder level control).

Indexing terms:

Allen, John.

Chase, Harry Woodburn, 1883 – .

Day, Edmund Ezra, 1883 – .

Dewey, Thomas E. (Thomas Edmund), 1902 – 1971.

Gilbert, Amy.

Kastner, Elwood.

Knowles, Asa Smallidge, 1901 – 1956.

Louttit, Chauncey McKinley, 1901 – 1956.

Miller, J. Hillis (Joseph Hillis), 1928 –

Morse, Frederick A.

Rondileau, Adrian, 1912 –

Voorhis, Harold Oliver, 1896 –

Associated Colleges of Upper New York.

Cornell University.

New York University.

Rutgers University.

Mohawk College.

Sampson College.

Middletown College.

State University of New York -- Champlain.

Colleges and Universities -- Administration.

Higher education -- New York State.

Veterans -- Education -- New York State.

World War, 1939 – 1945 -- Veterans.

MARC Record Version

110	2	≠aAssociated Colleges of Upper New York.
245	00	≠aAdministrative subject and correspondence files,≠f1946 – 1954.
300		≠a2.3 linear ft.
351		≠aOrganized in two series as follows: I. Associated Colleges of Upper New York, 1946 – 1954; II. Metropolitan Survey, 1946 – 1949.
545		≠aTo educators in New York State, the close of World War II heralded the return of an anticipated one hundred thousand veterans seeking the college level education provided by the G.I. Bill of Rights. To alleviate the overcrowded conditions facing colleges and universities, the State of New York created a temporary educational entity entitled Associated Colleges of Upper New York (ACUNY). ACUNY was chartered in 1946 by the Board of Regents of New York. Four temporary two-year colleges were established to absorb the influx of students and provide qualified veterans with the first two years of their college education. The colleges were Sampson College (1946, now known as SUNY at Champlain), and Middletown College.
545		≠bThe Board of Trustees of ACUNY consisted largely of presidents of private and public colleges in New York State. New York University was represented by Harold O. Voorhis, Vice President and Secretary.

Voorhis acted as chairman of the Metropolitan Survey, 1946 – 1947, a study by ACUNY to determine the need for an emergency college to serve veterans in New York City.

520 ≠aThe records consist of correspondence, minutes, reports, memoranda, financial records, surveys, press releases, and newspaper clippings relating to the administration of ACUNY. The Metropolitan Survey is well documented. Also included is printed matter such as administrative handbooks, facility bulletins, student handbooks, guidebooks, and brochures of the colleges of ACUNY.

541 ≠aHarold O. Voorhis, ≠bOffice of the Vice President and Secretary, 16 College Lane, Poughkeepsie, NY ≠6cAdministrative transfer, ≠d1975.

555 8 ≠aUnpublished finding aid is available≠c(folder level control).

600 10 ≠aAllen, John.

600 10 ≠aChase, Harry Woodburn,≠d1883 –

600 10 ≠aDay, Edmund Ezra,≠d1883 –

600 10 ≠aDewey, Thomas E.≠q(Thomas Edmund),≠d1902 – 1971.

600 10 ≠aGilbert, Amy.

600 10 ≠aKastner, Elwood.

600 10 ≠aKnowles, Asa Smallidge,≠d1901 – 1956.

600 10 ≠aLouttit, Chauncey McKinley,≠d1901 – 1956.

600 10 ≠aMiller, J. Hillis≠q(Joseph Hillis),≠d1928 –

600 10 ≠aMorse, Frederick A.

600 10 ≠aRondileau, Adrian,≠d1912 –

600 10 ≠aVoorhis, Harold Oliver,≠d1896 –

610 20 ≠aAssociated Colleges of Upper New York.

610 20 ≠aCornell University.

610 20 ≠aNew York University.

610 20 ≠aRutgers University.

610 20 ≠aMohawk College.

610 20 ≠aSampson College.

610 20 ≠aMiddletown College.

610 20 ≠aState University of New York≠zChamplain.

650 ≠aColleges and Universities≠xAdministration.

650 ≠aHigher education≠zNew York State.

650 ≠aVeterans≠xEducation≠zNew York State.

650 ≠aWorld War, 1939 – 1945≠xVeterans.

APPENDIX B:

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Basic Bibliography on Archival Description

General Works:

Daniels, Maygene and Timothy Walch, ed. *A Modern Archives Reader: Basic Readings on Archival Theory and Practice.* Washington, D.C.: NARA, 1984.

Evans, Frank B. *Dictionary of Archival Terminology.* Munchen: K.G. Saur, 1984.

Lucas, Lydia. "Efficient Finding Aids," *American Archivist.* (Winter 1981): 21 – 26.

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Description Tools, Cataloging Rules, and Manuals:

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Vocabulary Lists:

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Hickerson, H. Thomas and Elaine Engst, comp. *Form Terms for Archival and Manuscripts Control.* Stanford, California: The Research Libraries Group, Inc., 1985.

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Archives & Museum Informatics, published by Archives & Museum Informatics, Pittsburgh, Pa.

Midwestern Archivist, published by the Midwest Archives Conference

Archivaria, published by the Association of Canadian Archivists

Provenance, published by the Society of Georgia Archivists

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Bibliography on the MARC AMC Format

General Works:

Crawford, Walt. *MARC for Library Use.* 2nd. ed. Boston, Mass.: G.K. Hall. 1989.

Hensen, Steven L. "The Use of Standards in the Application of the AMC Format," *American Archivist* 49 (Winter 1986): 31 – 40.

Morton, Katharine D. "The MARC Formats: An Overview," *American Archivist* 49 (Winter 1986): 21 – 30.

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Ibid. *USMARC Code List for Countries*, Washington, D.C.: Library of Congress. 1988.

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